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ABSTRACT

Because many cultures celebrate a harvest time or festival with which many children can identify, this farm preschool curriculum unit is appropriate for a cross-cultural setting. The farm unit is introduced to children through a field trip to a local farm, with children having the opportunity for experiential learning. The farm may be integrated into various curriculum areas in the classroom and the playground may be transformed into a child-size farm. Children's multicultural and individual experiences are easily incorporated into the farm theme and activities can be adapted to meet the needs of all children. The bulk of this document describes the 23 farm-related activities for nine centers, including science, art, and cooking. Each activity plan lists the center involved, the class, the materials needed; and describes the child's role and procedures, the teacher's role and questions, and adaptations and comments. (KDFB)

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FARM PLAY CENTER

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Introduction:

The Farm Play Center was chosen for our early childhood classroom because it is ideal for a cross-cultural setting. Many cultures celebrate a harvest time or festival with which many children can identify. Children have some familiarity with this topic including farm animals, vegetables, animal products, production and animal sounds to name a few examples. The farm provides a good opportunity to introduce new knowledge while combining it with something familiar to the children.

The farm was introduced with a family field trip to a local farm. Our field trip have children the chance to learn and explore based on concrete experiences. The opportunity to snap apples from tree branches, hand-pick pumpkins from a muddy pumpkin patch, take a hay ride and hand feed farm animals with one's own family and teachers stimulated the children's natural curiosity. It provided a wonderful launching experience for discovery. The classroom environment and activities were greatly influenced by our shared firsthand experiences.

The farm was easily integrated into the various curriculum areas in the classroom, although the major focus was in our outdoor farm set-up. Our playground was transformed into a child-size farm. This included a barn, a stuffed scarecrow, silo, bails of hay, garden, a corn field with real corn stalks children "planted" along with several activities which enhanced our center. Extending the farm play center to the outdoors enriched the children's environment for learning and helped to foster individual development in the areas of communication, socialization, personal awareness, emotional maturity, and cognitive and perceptual motor skills. Also, a crucial element contributing to a successful center was the incorporation of children's multicultural and individual experiences, and adapting activities to meet the needs of all of the children.

Example of a parent feedback letter

Dear parent,
As your child engages in the many classroom activities planned for our farm theme, we invite you to share your own ideas regarding this theme with us. Your participation will enrich the children's experience and make their learning especially meaningful. Depending on you interests, your involvement can take on many different form. For example, you may know a special story to share for circle time, or want to cook a special snack with the children. Many cultures celebrate harvest rituals that could be shared with children through songs and dances you may know. Please feel free to have your child bring in any pictures/objects from your family's personal and cultural experiences of "farm." Your own child's unique interests in particular farm animals, vegetables, fruits, animal sounds, etc. are always the best starting point for learning!

To support our farm theme, you can also get involved by recycling materials for our activities such as large paper bags, egg cartons, empty milk cartons, cardboard boxes, old straw hats, denim/flannel dress-up clothes, to name a few. Please let us know if you think you have any "farm-related" items you have access to and would like to share i.e. corn stalks, Indian corn, bales of hay, seeds, etc.

Know that you can always support and continue to extend your child's learning through fun and simple home experiences. Here are just a few ideas: get dressed up to be a farmer and dance together, sing songs (you can make up your own tunes!) and share books, plant a seed, paint a "barn" box, make a quick bread or a simple fruit/vegetable salad. You are always welcome to our classroom recipes and songs.
Above all, you feedback will make this farm unit a greater success for the children. Please let us know your ideas and how you would like to get involved.

Sincerely,
The ECRC staff

ECRC Activity Plan

Theme: Farm
Center: Science:Corn stalk replanting

Class: Multi-Age
Week of:

Materials

Full grown corn stalks, at least one per child
Child sized rakes and shovels
Available soil or sand to dig hole and replant corn in
Watering cans and available source to fill the cans

Child's Role/ Procedure

Children will take on the role of the farmer.
Children will use shovels safely and realistically to dig a hole.
Children will lift corn stalk and place root into the hole.
Children will then fill in hole around root with sand dug up.
Children will smooth sand around corn using rake.
Children will water corn because plants need air, sun and water to grow and live.
Children will learn that roots soak up the water: drink.
Children will learn that without the roots, the corn gets no water and cannot grown and will die.
Children learn how corn grows on a tall stalk.
Children can pick corn remaining on stalk and open up husk to observe what is inside.

Teacher's Role/ Questions

Teacher will model appropriate behaviors and skills necessary to dig, transplant, fill hole, water and rake sand.
Teacher will guide students in appropriate and safe usage of the planting equipment including rakes, shovels and watering cans.
Teacher will help student lift tall corn stalk to place root into hole.
Teacher will explain the importance of roots to the corn.
Teacher should ask questions to evaluate children's understanding of concepts regarding how to transplant, what plants need to grown, why roots are important, where corn comes from, and identification of corn stalk and husks.

Adaptations/ Comments

Be sure to introduce seeds prior to transplanting.
Be aware of children's behavior regarding safe usage of tools.
To avoid arguments and squabbling, be sure each child has the opportunity, if they chose, to replant a stalk.
Once the corn harvest season is over, rooted stalks are readily available.
Rooted stalks are important for children to understand plant growth and how plant receives what it needs to grow.

ECRC Activity Plan

Theme: Farm **Class:** Multi-Age
Center: Science: Introduction to horses **Week of:**

Materials
Plastic horses, different breeds
Horse with mane, and horse brush
Horse books showing different breeds and uses
Horse books showing famous horses
Western saddle with lead
Something to prop up saddle so kids can use it safely
Pogo horses for children to "ride"
Hay to introduce horses diet

Child's Role/ Procedure
Children introduced through literature to different breeds.
Use plastic horses to enhance to literature.
Children listen and ask question as introduced to how to care for horse (Where do they live, what do they eat, how do they play, how do they bathe, and the role of the horse caretaker-people).
Children will learn how to climb and sit on a saddle.
Children learn how to lead a horse.
Children learn to physically gallop.
Children make horse hoof noises with ear to table listening.
Children introduced to horse talk (the noises they make).

Teacher's Role/ Questions
Teacher introduces all new information.
Teacher models role playing through circle time activities and in small groups.
Teacher encourages students to imitate horse sounds and use riding cue words.

Adaptations/ Comments
Much of the information shared in this activity is new to mast children and therefore requires a thorough introduction, modeling, time for rehearsal, and encouragement for children to participate.
Be sure the saddle is safely propped (a bale of hay works very well and can be bought for under two dollars).
All horse props should be new or thoroughly cleaned before entering the classroom.
Children could make own pogo-horses with broom handles.
If a saddle and pogo-horses are unavailable, children can ride imaginary saddled or bareback horses.
This activity requires much imagination and socio-dramatic play skills, some children may require more encouragement and opportunities to observe teachers and peers modeling.

ECRC Activity Plan

Theme: Farm
Center: Art: Color Print
Class: Multi-Age
Week of:

Materials
Assorted washable water color
Various vegetables and fruits(chopped or sliced)
Paper plates, Paper, Plastic sheet
Tape, Scissors, Brush, knife

Child's Role/ Procedure
Children can explore another form of creating a picture by dipping various shapes of fruits and vegetables onto water color then stamp onto papers.
From this activity, children can explore different ways of art creating, develop basic concepts of color and shapes they choose to create a picture, relate these concepts to daily life(like fresh produce we use in this activity have all kinds of shapes and colors).
The information of where these fruits and vegetables come from can be introduced to young children.

Teacher's Role/ Questions
Teacher can introduce the concept of color, shape.
Teacher can tell children information about farm by asking:
Where do these plants grow?
What kind animals you can find in a farm?
Teacher can encourage children to know different kinds of environments, inspire them to use imagination and enrich their vocabulary.

Adaptations/ Comments
Teacher can arrange a field trip to a real farm. By doing so, children can have a real concept of what farm is like.
Teacher can also ask children to find the plants and animals we see or talk about while doing color print activity.
At circle time, teacher can sing songs related to farm(e.g. Old McDonald has a farm; Mary has a little lamb) with children and encourage them to imitate various sounds of various farm animals.

ECRC Activity Plan

Theme: Farm
Center: Outdoors: Making Miniature Haystacks

Class: Multi-Age
Week of:

Materials
Haystack
Broom

Child's Role/ Procedure
The child is the constructor. The child should do most of the building.
To create a life-like miniature haystacks using pieces of hay from a life size haystack.
To use creativity incorporated with problem solving.

Teacher's Role/ Questions
The teacher is the helper.
The teacher should help tie knots.
Throughout the activity the teacher communicate uses for hay.
Ask questions about how child can create miniature haystack
To guide child ask questions...."How can we gather enough hay to make this?" . " Maybe we can use this broom? Do you know how to sweep?"

Adaptations/ Comments
Child can make bigger and smaller haystacks to compare sizes.

ECRC Activity Plan

Theme: Farm
Center: Art: Making Playdough Worms
Class: Multi-Age
Week of:

Materials

Glass jar filled with very moist soil and worms, wooden stick or tongue depressor
Kool-Aide Playdough ingredients: boiling water, salt, flour, vegetable oil, two packets of Kool-Aide, alum, a large bowl, wooden spoon, large counter area, access to a heating element to boil water, measuring spoons, measuring cups & an airtight container

Child's Role/ Procedures

The child's role in this activity is to become familiar with cooking and it's many components. Children are encouraged to interact, participate and engage in discussion while enjoying the experience of creating one of their own playdough. Cooking can be a very enjoyable experience which incorporates several aspects of language arts, math, science and socialization. Some of the many goals of this activity include:
making children familiar with reading(following)recipes and using cooking utensils
cooperating with one another and sharing responsibility for tasks
using mash skills and counting for measuring and combining ingredients
using one's imagination and the playdough worms to learn about science, discussing real worms
using one's senses (to see the steam from the boiling water, smell the Kool-Aide, feel how hot the bowl becomes, and see how much more flour is needed to reach the 2 cup line)
build children's interest in creating while promoting a sense of accomplishment in their work.
This activity allows the teacher to take it in many directions and adapt it to many themes in the classroom. This activity was incorporated into our farm play center and discussion of things that grow and live on a farm.

Teacher's Role/ Questions

To facilitate activity while exploring science and mash through cooking. The teacher will try to direct the students thinking through questioning. Questions can address the ingredients for the recipe, what comes next or how much of an ingredient is needed. Also trying to stimulate children's thinking about what other recipes or foods require the same ingredients may facilitate discussion and interest.
After the playdough is made, the teacher can forward the children's learning by suggesting playdough worms, showing them what real worms look like and talking about them together.

Adaptations/ Comments

This activity was used with a relatively large group of about 12 children which made it difficult. One of the problems encountered due to the group size were arguments over who was next. A resolution for this was rotating around the circle, with each child having 2 turns each. One child would add an ingredient, then the next child would add something.

Everyone had an opportunity to stir the mixture and knead and mold the final product which made this activity very enjoyable. When done with such large group, one teacher took a lead role, while a second assisted. A smaller group size of 4 or 5 would make this activity more effective.

If this was to be used in a toddler classroom, considerations would need to be made regarding the appropriateness of the activity. Although none of the ingredients are dangerous, toddlers may have a tendency to perform a "little taste test." All materials should be available at the teacher's disposal.

They should be kept on a ray or a counter near the children, but not within their reach (this may not be necessary when working with a smaller group).

Having real worms available in the classroom will also help to provide a concrete experience for children.

ECRC activity Plan

Theme: Farm
Center: Sandbox: Making a Mini-Farm

Class: Multi-Age
Week of:

Materials

Sandbox
Plastic animals
Miniature farmhouse
Plastic farmer
Tractor
Farm tools

Child's Role/ Procedure

The child in this activity uses his/her imagination to create.
The child plays as well as learns.
If another child come along , the child becomes the teacher to this new child.
Objectives:

- To communicate ideas of a farm in a manner that keeps the child interested.
- To allow child to express ideas through interactive play.
- To create a farm setting using creativity and knowledge.
- To use socio-dramatic skills to create various play situations with the farmer and animals.

Teacher's Role/ Questions

To interact with the child to pass knowledge as well communication skills.
Teacher should initiate conversation if the child looks bored with the activity by asking questions.
Teacher should also try to probe the child to ask questions.

Adaptations/ Comments

For further advancement add a house and plastic people to show similarities and difference between the farm and a house.
Also, show the child how a farm contribute to a community.

ECRC Activity Plan

Theme: Farm **Class:** Multi-Age
Center: Art: Pasting corn kernels on an ear of corn **Week of:**

Materials
Yellow and green construction paper
A stencil for tracing(one of an ear of corn and one of the roots)
A pencil or crayon for tracing
Glue
Corn kernels

Child's Role/ Procedure
The child's role is to first trace the corn to the yellow construction paper, and the stem on the green.
Second, the child should cut the corn and the stem with the scissors.
The third step is for the child to apply glue to the desired area on the ear of corn and place the colored kernels where there is glue.
Finally the child should attach the ear of corn to the stem with glue.

Teacher's Role/ Questions
The teacher role is to assist in holding the stencil in place so that the children will trace it accurately.
the teacher should also supervise so that the children are not piling the kernels of corn on to one area, because only one layer will stick.
Finally the teacher should supervise the use of scissors carefully to make sure that children are first holding them correctly and to make sure that there is no horse playing with the scissors.

Adaptations/ Comments
This activity is designed to help children enhance their tracing, and cutting skills.

ECRC Activity Plan

Theme: Farm
Class: Multi-Age
Center: Art: Animal Masks
Week of:

Materials
Paper plates, popsicle sticks, water, waterpaint,brushes,
glues, large/samll plastic eyes, colored pipe cleaners, scissors,
colored paper

Child's Role/ Precedure
The child can paint, cut and glue the materials together and make an animal mask for themselves. The skills that the children will be using are fine-motor for cutting and painting and cognitive skills for creating the animals.

Teacher's Role/ Questions
The teacher will ask questions about the farm animals, and let the children know about the different materials on the table that they can use.
Also, when the children's work is done the teacher should write the child's name on the paper.

Adaptations/ Comments
I would suggest to the children to play with the masks when they are dry.
One possibility would be to read a farm story and act it out.

ECRC Activity Plan

Theme: Farm
Center: Science

Class: Multi-Age
Week of:

Materials
Gardening tools(rake, spade)
A big glass bowl
Wet soil
Worms

Child's Role/ Procedure
The children put wet soil into a big glass bowl.
They are looking for worms outside in the garden by using rakes, spades, etc.
Put the worms in the bowl (worm farm).
At circle time, they show the worms to everybody and talk about them.

Teacher's Role/ Questions
The teacher supervises the children during the gardening.
The teacher can give advice how to use the tools.
At circle time the teacher asks questions about worms.
- why do the worms need wet soil?
- Who is afraid of worms?
- Why are they useful?
- Who has a garden at home?

Adaptations/ Comments
Before or after this activity we can read a story about worms.
The children can copy the moving of the worm.

ECRC Activity Plan

Theme: Farm
Center: Circle time(Spanish chicken song)

Class: Multi-Age
Week of:

Materials
Yellow paper
Red paper
Orange paper

Child's Role/ Procedure
In the circle time, children sit on the floor and have first to hear the song. After that they can try to repeat the movement that teacher is doing.
Objectives:
To recognize the characteristics of the chicken.
To recognize what animal is the song about.
To recognize some Spanish words with the movement that the teacher does.
To recognize that there are other languages different to English.

Teacher's Role/ Questions
Teacher sings the song wearing paper feathers(imitating a chicken).
She/he has to sing the song doing the movement according to the text of the song.
She/he asks the children if they want hear the song again.
She/he can repeat the song if the children like it.
Teacher with her/his gestures and movement pretend that children understand the meaning of the words in a language is not generally children's language.
When she/he finishes the song, she/he asks the children questions like these:
- Do you know what animal the song is about?
- What is the sound of this animal?
- How is the body of this animal?
- Do you want to know how to say chicken in Spanish?
- Do you like to know another Spanish word?

Adaptations/ Comments
If this activity is made in a class where there are any Spanish language children can be more effective.

Letter song

Hace noches que no duermo, la, la,
de pensar en mi pollito, la, la,
pobrecito, la, la,
se ha perdido, la, la,
y no se, donde estara.
Tiene las plumas doradas, la, la,
una cresta colorada, la, la,
mueve el pico, la, la,
mueve el ala, la, la,
y canta ki, ki, ri ki.

ECRC Activity Plan

Theme: Farm **Class:** Mufti-Age
Center: Circle time: Animal's movements **Week of:**

Materials
Plastic play rings(in different colors and length; and one for each child)
Tape player
Music
8th symphony by Beethoven or any vals from Tchaikovsky(6th symphony)

Child's Role/ Procedure
Children dance following the music's rhythm.
Children make up their own special movement.
Children move around the plastic play ring.
When the music stops, the children have to go inside the plastic ring and try to imitate the characteristics of an animal.
When the music starts again, they have to go out of the plastic play ring and move following the music's rhythm.
When the music stops they have to go again to the same color plastic ring that they choose the first time.
Concepts: inside/outside; animal's names; small/big; color's names.
Skills: develop the cooperation, gross motor, language, creative thinking; express their feeling; create their individual animal.
Objectives:
- to distinguish between music and silence.
- to associate music's rhythm and rhythm movement.
- to recognize the principle characteristic of an animal that they saw in the farm.
- to distinguish colors
- to distinguish inside/outside; big/small.

Teacher's Role/ Questions
Teacher explains the procedure to the children.
teacher invite children to move freely in the circle space, without touching the rings that are on the floor.
teacher can dance but close to the tape player(teacher has to try that children don't follow her/his movement).
Other teachers or adults can take pictures of the children dancing outside the rings and insides the rings.
Teacher can ask the children what animal he/she is imitating.
These pictures can be used the next day for different language activities and/ or can be put on the wall where children and parents can see them.

Adaptations/ Comments
If the weather is agreeable, this activity can be done outside, on the playground, in a space close the classroom. It would be better to do this activity in a different classroom, prepared for this kind of activities.

ECRC Activity Plan

Theme: Farm
Center: Cooking

Class: Multi-Age
Week of:

Materials
Eggs (one for each child)
Large bowl
Mixing spoon
Pan
Stove

Child's Role/ Procedures
After Farm field trip, talk about the chickens that the chicken saw.
Scaffolding the discussion to talk about the eggs that the chicken lays.
Have each child crack one egg into a bowl.
Have them take turns mixing the eggs.
Help the children to pour the eggs into a pan.
Bring a few children at a time to help or watch a teacher cook them.
When they are cooked, have the children help the teacher serve the scrambled eggs as a snack for all the children.

Teacher's Role/ Questions
Help the children discuss everything that is being done with the eggs. including where they came from.
Be sure to keep everything safe and keep children from burning themselves(oven).

Adaptations/ Comments
Can be cooked in a microwave.
May add salt and pepper to the eggs.

ECRC Activity Plan

Theme: Farm
Center: Science

Class: Multi-Age
Week of:

Materials
Potatoes
Toothpicks
See-through heavy containers to put potatoes in water

Child's Role/ Procedures
After field trip to farm (or grocery store), talk about growing vegetables on a farm.
Discuss that plants need water and they have roots so that they can get the water.
Set out materials and assist children to put in toothpicks in the upper half on each potato in a single circle of about 3-6 toothpicks.
help children place each potato in a container, fill bottom of container with water so that the water is just touching the bottom of the potato.
Leave in the sunny window,keeping enough water in the container to always be touching the bottom of the potato.
Have children watch, keeping enough water.

Teacher's Role/ Questions
Be sure that they watch the potatoes for the water levels and so see the roots start growing.
When the roots start, be sure to remind them what was discussed when the experiment began (about the roots to get water).

Adaptations/ Comments
Can be done with carrot tops in (smaller) dishes.

ECRC Activity Plan

Theme: Farm
Center: Science: Celery in Dyed Water

Class: Multi-Age
Week of:

Materials
A full stalk of celery
Clear jar or plastic cup
Food coloring

Child's Role/ Procedure
The bottom of the celery should be cut on an angle.
Lukewarm water needs to be dyed a dark, rich color.
Put the cut end of the celery in the dyed water and let sit.
After 1-2 days, the colored water should have been sucked up into the celery through its veins and visible from the outside of the stalk.
The child should find "lukewarm water" and dye it with supervision.
The child should help cut the celery and place it in the water.

Teacher's Role/ Questions
Teacher should serve as facilitator, explaining the differences between hot, cold and lukewarm water.
Teacher also needs to supervise the cutting.
Pay special attention to show the child the veins of the celery and explain how water goes up those veins to the leaves.

Adaptations/ Comments
When explaining the veins, one may choose to explain veins in people. The veins in your wrist are visible and make for an interesting parallel conversation.
Cutting works on fine motor skills and once the color travels up the stalk, the child should be encouraged to break, cut and explore the celery and its colored veins.

ECRC Activity Plan

Theme: Farm
Center: Art

Class: Multi-Age
Week of:

Materials
Heavy art sheets of paper
Glue
Stuff collected from farm field trip, such as
Hay
Corn
Leaves

Child's Role/ Procedure
Lay out all materials so that they are easily reached from all place setting at art table.
Have each place setting set up with a sheet of paper.
Have one teacher sitting at table demonstrating the how to glue the objects on the paper.
Let children make their pictures.

Teacher's Role/ Questions
As the children glue the farm stuff, ask them what it is and where it came from.

Adaptations/ Comments
Let children collect the stuff from the farm field trip themselves for the art project.

ECRC Activity Plan

Theme: Farm **Class:** Multi-Age
Center: Language: Animal Rhymes **Week of:**

Materials
Rhymes of farm animals
Pictures of farm animals
Plastic farm animals
Stuffed toys of farm animals
Instrumental music

Child's Role/ Procedure
Children will look at the pictures of farm animals.
Children will listening to some information about farm animals.
Children will ask questions about farm animals.
Children will use motor skills when they act out animal rhymes.

Teacher's Role/ Questions
Teacher will gather children in a circle, show pictures or plastic or stuffed toys of farm animals.
Teacher will talk about the animals and ask what children's favorites are.
Teacher ask if someone have another kind of farm animal that they like better.
Teacher will invite children to demonstrate how different farm animals move and sound.
Teacher will encourage children to use whatever hand and body motions they want to act out each rhymes.

Adaptations/ Comments
Do this activity often. The more familiar children become with the words, the more fun they'll have with the rhymes.

ECRC Activity Plan

Theme: Farm **Class:** Multi-Age
Center: Math: A velcro math game with "potato shape" **Week of:**

Materials

Cut out and laminate brown "potato shapes" for velcroing onto a large, sturdy game board. The game board has a large circle that children can velcro next to or inside of. Cardboard squares with numbers written on them and velcro backings can be attached to precede the phrase, "____(insert number) potatoes on a plate." An extension of this activity would be to mirror the child's game board manipulations with real potatoes on a paper plate to help develop their representational thinking.

Child's Role/ Procedure

Children manipulate the game pieces to:
develop perceptual motor skills. Use of the velcroed game pieces provides tactile stimulation and encourages eye-hand coordination.
learn about shapes and develop number concepts.
develop communication and language skills by following directions, learning concepts and working with others.

Teacher's Role/ Questions

Allow the child to have fun exploring the game independently. Children can learn a great deal on their own. "What are you doing? I'd love to know about it"
Converse with the child. "Do you like potatoes? Can you tell me about what you're doing? It looks like fun!"
Encourage the child to recongnize shapes, practice counting, follow directions and understand relationship words: "I see you've put the potato next to the circle." "How many potatoes do you have inside the circle?" "Where is a square?"
Facilitate social interactions. "Would you like to play this game with a friend? Can you please pass this piece to your friend? He can't reach it"
Note how many potato shapes the child has velcroed and reinforce his actions by selecting the appropriate numbered square.

Adaptations/ Comments

This game can be used with individual children, a small group of friends or during a large group circle time with children taking turns to work together.
The potato shapes can be of different sizes to teach children the concepts of "big" and "small"
By mounting this game to a magnetic board, learning can be extended with the addition of a variety of magnetic props i.e. other vegetables, people figures, etc.

ECRC Activity Plan

Theme: Farm
Center: Art: Making Groggers

Class: Multi-Age
Week of:

Materials

platters of raw corn kernels, dried beans, raw rice
paper plates stapled into semicircular pockets with opening/toilet tubes stapled at one end(tape "underside" of staples to protect children's fingers from scrapes)
plastic spoons and/or colored tissue paper tassels if desired
collage or painting materials of your preference to decorate the surfaces of grogger

Child's Role/ Procedure

Each child decides to fill grogger with corn, beans and/or rice. Children can use fingers or manipulate spoons for this process. Some children may enjoy counting as they fill.
Child can help tape over staples with teacher's help to encourage learning about "safety."
Child picks a tassel color for his grogger. Some may prefer to cut their own tassels.
Children can explore the differences in sounds made by the different "fillings." Share different ways of shaking groggers i.e. .on different body parts, fast/slow, loudly/softly.
Children can express themselves creatively by decorating their groggers i.e. makers, watercolors, collage, shape sticker, crayons, etc.
Children can use their grogger for follow-up music & movement activities i.e. "Simon says shake your grogger on your..," dance with groggers to a farm variation of "We're Going to Kentucky," passing a grogger around in a circle to farm music (the child holding the grogger when the music stops gets to sit in the middle or chooses a friend to pass the grogger to)

Teacher's Role/ Questions

Encourage children's ideas and multicultural input, "What grows on a farm?" Discuss the variety of items that may be found on a farm i.e. corn, rice, beans, etc. Discuss how groggers are "noisemakers."
Prompt children to share their thoughts as they work, find similarities and differences:
What are you putting in your grogger? What is your friend putting in his grogger?
Can you tell me about your work?
Help children learn colors. What color tassel would you like?
Model different ways to shake groggers. I wonder how you can shake your grogger?
Encourage the child who likes to count.
Explore with the children how different materials feel.
Encourage children to pass materials to each other.
Physically assist children who need it. Consider the sizes of the "fillings" in respect to the ages and tendencies of the children in your care.

Adaptations/ Comments

Different ways to make and decorate groggers i.e. longer/larger tubes, plastic containers/bottles, small/large boxes (for individual or "group" groggers), different "fillings." You and/or the children can alter the sounds made by a grogger by poking/hammering holes into the tubes and inserting blunt screws.
Children can be encouraged to bring in "fillings" from their own culture.
Provide extra time for the visually-impaired child to explore materials, keeping the materials in order and helping to describe tactile differences.

Use signs to explain activity to the hearing impaired.
Provide extra verbal and/or physical assistance/encouragement as needed.

ECRC Activity Plan

Theme: Farm **Class:** Multi-Age
Center: Language: Extending the story" the Carrot Seed" **Week of:**

Materials

The Carrot Seed book with props such as dolls (a boy, mommy, daddy and big brother), a small plastic watering can, a plastic cup with a baby carrot buried in soil

Child's Role/ Procedure

Share the story with children, utilizing the dolls, moving the props and changing your voice tone and expressions to bring the story "to life." Enrich the story line with simple songs for the characters:

Little boy: "Carrots grow from carrot seeds. I'll plant a seed and grow it. I'll water it, I'll put the weeds Carrots grow from carrot seeds!"

Mommy: "Mothers know a lot of things little boys don't know, so don't be disappointed if your carrot doesn't grow."

Daddy: Repeat above for Daddy character, substituting the word "Fathers"

Big brother: "Nah, it won't grow up, it won't grow up! Your carrot won't grow up!"

Each child engages in the language of the story and can help to sing the songs.
Each child can share what s/he liked about the story with others.
Each child can physically manipulate and explore the props and book on their own.
With increasing skill and familiarity, the child can retell the story in his/her own fashion.

Teacher's Role/ Questions

What did you like about this story?"
I know carrots grow on farms sometimes. What do you think about that?"
Do you think the little boy took very good care of his carrot? How did he do that?"
The little boy has a mommy, daddy, etc. in his family. Who is in your family?
How do you think the little boy felt when his big brother said, "Nah, your carrot won't grow up!"

Adaptations/ Comments

The teacher memorizes the story, s/he can better manipulate the props. Otherwise, one teacher can read the book as another teacher manages the props. With enough telling, a child would be able to assist you with the props.
With toddlers, telling the story with a few children allows them to handle the props without interruption to the story. Older children can enjoy the story at a whole group circle time with a puppet screen/"theater"
After this activity, leave the items accessible to children to explore on their own.
Have baby carrots for snack, or plant carrot tops in a shallow tray of water.
Vary the props i.e. dolls of different ethnicities. Name the characters in the story after children in your class to engage them. The story can be used to talk about feelings and different family compositions as well.

ECRC Activity Plan

Theme: Farm
Center: Blocks

Class: Toddler/Multi-Age
Week of:

Materials
Blocks, Farm animals, cows, pigs, ducks, hens and chickens

Children's role/Procedures
Children understand the name of the object.
Experience new ideas.
Thinking how to use materials without help.
They learn shapes and colors by repetition.

Teacher's Role/Questions
Teachers should encourage the children to choose a variety of shapes and colors. Help children to see same color and order.
Ask questions, for example how many pieces of blocks we need to make a farm.
Teacher should help the children to continue their experience and practice, so they can get new ideas and knowledge.
Teacher should also support the children to do dramatic play.

Adaptation/Comments
The goal of this activity is to show children different kinds of building.
Improving the children's language by asking questions.
Express what they already know.
Transforming their ideas and situations in their dramatic play.
Using imagination to the meaning of different objects.
Develop communication, socialization and cooperation by working with others.

ECRC Activity Plan

Theme: Farm
Class: Multi-Age
Center: Art: Sponge Painting of Farm Animals
Week of:

Materials
Large sheets of drawing paper
Different color paints
Smocks
Sponge cut in the shapes of different animals

Child's Role/ Procedure
The child's role is to use the sheet of paper that is distributed to them to paint on with the sponge.

Teacher's Role/ Questions
The teacher's Role is to gather the attention of approximately 5-8 children.
The teacher should then distribute one sheet of drawing paper to each child.
Then demonstrate dipping the sponge figures into the paint and making the designs on the paper.
The teacher should also supervise the children to make sure that they are only using the paint on the paper.

ECRC Activity plan

Theme: Farm
Class: Multi-Age
Center: Cooking: Making Chewy Bread Sticks
Week of:

Materials

1 pkg. active dry yeast
1/4 cup warm water(105F to 115F)
1 Tbsp. salad oil
1tsp. sugar
1/4 tsp. salt
1/2 cup warm milk(105F to 115F)
3 cups all-purpose flour
Non-stick oil spray

Child's Role/ Procedure

Children can help with all the measurement of ingredients and preparing time.
They can also help to mix the ingredients if they want.
After the dough is done, each child can have a share to create whatever the shape he/she want the bread stick to be.
From this activity, children can learn basic concepts and skills of math(e.g. measurement), time(how long it will take to do something; how to tell time), the importance of cooperation(assign each child a different job, and show them if everybody does his/her part, we can pull all the work together and make Bread sticks!), information about farm will also be introduced during this activity.

Teacher's Role/ Questions

Teacher can ask children to help with all the measurement, make sure everyone has different job to work on, introducing the information about farm to children.
Encourage children to imagine things in farm by asking what kinds of animals/plants you will see in a farm.

Adaptations/ Comments

Teachers can chop vegetables or fruit(e.g. carrot, pepper. lemon) from previous "Color Print" activity into small pieces, let each child choose whichever he/she prefers, stir in cheese spread to dip for his/her own bread stick.

ECRC Activity Plan

Theme: Farm
Class: Multi-Age
Center: Sand Box
Week of:

Materials:
Sand box, Plastic plant, corn, farmer, plastic eggs, Baby farm animals and their parents, apple, pumpkin.

Child's Role /Procedure:
Children will understand differences of object and explore the objects to be used in this activity.
Children get some information about farm animals.
Children can ask questions about farm animals and farm products.
Children learn the kind of animals and what sounds they make by singing the Old McDonald Song.
Children will cooperate by helping each other.
Children will learn from each other. They also learn by correcting each others mistakes.

Teacher's Role/Questions:
Teachers role is to encourage the children to choose different things.
Teacher should ask questions and make children think about different things that they do not experience in their lives.
Teacher will encourage children to identify with farm products .

Adaptations/Comments:
I think children develop their communication skill and get many positive response and knowledge in this activity. In addition we can do this activity outside with real plants, corn, real pumpkins and children would learn better using real farm things.